

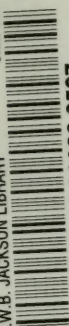
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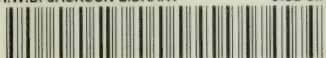
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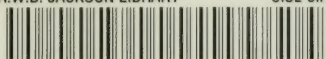


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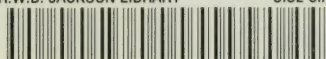


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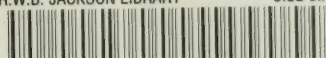


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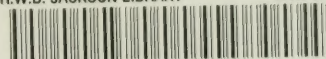


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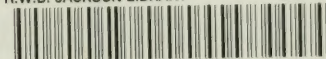


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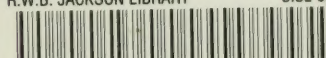


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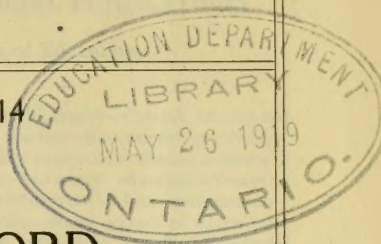
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BULLETIN, 1919, No. 14



MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

MARCH, 1919



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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational reconstruction—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education: Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Military training—Education of war invalids—Education of soldiers—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

190. National education association. Journal of proceedings of the fifty-sixth annual meeting. . . . Pittsburgh, Pa., June 29–July 6, 1918. Journal of the National education association, 3: 223–94, December 1918.

Department of Elementary Education.—Contains: 1. Mary D. Bradford: Training for social adjustment—the citizens of the future, p. 226–29. 2. N. C. Schaeffer: A better appreciation of cultural values, p. 229–30; Discussion: a better appreciation of ethical values [by] A. R. Brubacher, p. 230–33. 3. Caroline Hedger: The kindergarten as a factor in Americanization, p. 233–37. 4. Earl Barnes: Spoken English as a factor in Americanization, p. 237–39. 5. Van Evrie Kilpatrick: Americanization thru school gardens, p. 240–41.

Department of Secondary Education.—6. W. S. Small: Physical education in the high school in the present emergency, p. 246–48. 7. G. F. Thistlethwaite: Citizenship and athletics—a concrete example, p. 248–52. 8. G. D. Strayer: The emergency in secondary education, p. 252–53.

Department of Physical Education.—9. W. F. Bucke: The strength of a nation promoted thru physical education, p. 256–59. 10. S. H. Replogle: The influence of physical education on the development of the individual, p. 259–61. 11. May H. Prentice: Effects of physical education on school morale, p. 261–63. 12. L. L. Hill: Physical education in rural schools, p. 263–66. 13. R. D. Warden: Creed of physical education, p. 266–68. 14. J. G. Riggs: The policy of New York state with regard to physical training, p. 268–71.

Department of Rural and Agricultural Education.—15. G. A. Works: The relationship between teacher-training departments under the provisions of the Smith-Hughes act and state supervisors

of agriculture for the state boards for vocational education, p. 275-78. 16. R. W. Stimson: Sectional conferences and periods of professional improvement work for teachers of high school agriculture, p. 281-84; Discussion, p. 284-86. 17. W. S. Welles: Home-project work too small—something bigger needed—a substitute in operation, p. 286-88. 18. W. R. Hart: The new education in agriculture based on sound pedagogy, p. 290-94.

191. **Southern sociological congress.** Democracy in earnest. Washington, D. C., Southern sociological congress, 1918. 416 p. 8°.

Chapter VI, The child, the woman, and the future nation.

Contains: 1. M. L. Kesler: The modern orphanage in the South, p. 245-51. 2. E. Godbold: The school as a focus of disease, p. 251-56. 3. Mrs. Helena Holley: Responsibility for health in public schools, p. 257-62. 4. J. P. Faulkner: Teaching health in the public schools, p. 262-69. 5. R. W. Hogue: The child and heredity, p. 269-78.

EDUCATIONAL HISTORY AND BIOGRAPHY.

192. **Bloss, W. Escott.** An up-to-date schoolmaster in an old-time school. School guardian (London) 44: 54-56, January 1919.

A sympathetic and interesting sketch of Charles Hoole, a seventeenth century schoolmaster, who conducted a grammar school in London. Describes his methods of discipline, etc.

193. **Garraghan, Gilbert J.** St. Regis seminary. Catholic historical review, 4: 452-78, January 1919.

A history of the first Catholic Indian school in the United States. St. Regis seminary, 1823-1831.

194. **Gragg, Florence A.** Two schoolmasters of the renaissance. Classical journal, 14: 211-23, January 1919.

Describes the work of Mathurin Cordier and Juan Luis Vives.

195. **Kimmel, Herbert.** The status of mathematics and mathematical instruction during the colonial period. School and society, 9: 195-202, February 15, 1919.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

196. **Barrett, James W.** The twin ideals; an educated commonwealth. London, H. K. Lewis & co. Ltd., 1918. 2 v. 8°.

A republication of essays, memoranda, articles, and letters on various educational, social, and political topics. Author has been a member of council of management and lecturer in the University of Melbourne, Australia.

197. **Cooley, C. H.** A primary culture for democracy. Michigan alumnus, 25: 293-99, February 1919.

The demand for a new sort of liberal education.

198. **Denny, W. A.** A report on the school system of Anderson, Indiana, 1917-18. [Anderson, Ind., Senior high school printery, 1919?] 138 p. illus. 8°.

This report is in the nature of a survey, giving information about school finance, the teaching staff, the pupil, school buildings, etc.

199. **General education board.** Public education in Delaware; a report to the Public school commission of Delaware. New York, General education board, 1918. 109 p. plates, tables. 12°.

This report of the survey was prepared by Drs. Abraham Flexner and Frank P. Bachman, of the General education board.

200. **Hanson, C. C.** The business man's criticism of our public school system. [Memphis, Tenn., 1919] 14 p. 8°.

A paper read before the National conference on rural education and country life, called by the United States Commissioner of Education, at Daytona, Florida, February 1-4, 1919.

201. **James, George F.** The schools of the people. Educational foundations, 30: 202-12, February 1919.

This article is also issued in pamphlet form by the Western department of the National war work council, Y. M. C. A., San Francisco, Cal.

CONTENTS.—Foreword—War and schools.—I. Education spells opportunity.—II. The schools of yesterday.—III. The schools of today.—IV. The schools of tomorrow.

202. **Mac Caughey, Vaughan.** The racial elements in Hawaii's schools. Education, 39: 280-91, January 1919.

Emphasizes the diversity of the racial elements, and the dominance of Asiatics in the schools of Hawaii.

203. **Mac Caughey, Vaughan.** Some outstanding educational problems of Hawaii. School and society, 9: 99-105, January 25, 1919.
 "The present paper aims to survey briefly some of Hawaii's outstanding educational problems, in terms of the modern movements towards genuine Americanization and genuine democracy."
204. **Moore, Robert C.** A letter to His Excellency, the Governor of Illinois, and to the members of the fifty-first General assembly. Illinois teacher, 7: 75-81, February 1919.
 The secretary of the Illinois state teachers' association presents a constructive program for consideration, including recommendations for increasing funds and increasing the teachers' wages. Compares the wages of mine workers with those of teachers.
205. **Morrison, Henry C.** Draft of a plan for needed improvements in our school system. [Hartford, Conn.] 1919. 32 p. 8°.
 A study of proposed organization of the school system of Connecticut by the assistant secretary of education.
206. **Reid, Gilbert.** Philippine observations. Journal of race development, 9: 283-97, January 1919.
 Discusses the educational system of the Philippine Islands.
207. **Smith, Robert M.** Some economic aspects of education. [Malone, N. Y., Industrial press, 1918?] 16 p. 8°.
208. **Sowers, J. I.** Making education universal. Teacher's journal, 18: 304-9, February 1919.
 The educational value of labor, equality of educational opportunity, and education and social betterment.
209. **Weatherly, Ulysses G.** Educational publicity. Scientific monthly, 8: 146-59, February 1919.
 Says that educational publicity must differ from commercial advertising because the central purpose of education is impartive and not acquisitive. Has reference to colleges and universities.

FOREIGN COUNTRIES.

210. **Begbie, Harold.** Living water, being chapters from the romance of the poor student. London, Headley bros. [1918?] 209 [1] p. 12°.
211. **Bezard, J.** Une discussion anglaise sur les "humanités." Revue universitaire, 27: 332-44, December 1918.
 Reviews the opposing arguments in these papers: Education in our public schools; a critical defence of the present system, by Cyril E. Robinson, Nineteenth century and after, June 1917. A defence of the modern humanities, by Cloudesley Brereton, in same periodical for April 1918.
212. **Browning, Webster E.** The program of studies for the evangelical school in Latin America. Educational foundations, 30: 218-23, February 1919.
213. **Chamberlain, W. I.** Recent developments in the state educational system of India. Journal of race development, 9: 298-313, January 1919.
214. **Gros, J.** L'inspection primaire en France. Deuxième partie: de 1850 à 1915. Revue pédagogique, 73: 258-65, October 1918.
 To be continued.
 The first part of this series, covering the period 1835 to 1850, appeared in the Revue pédagogique for August and September 1912.
215. **Intercollegiate Zionist association of America.** Kadimah. New York, Federation of American Zionists, 1918. 220 p. plates. 12°.
 Contains: 1. Educational institutions of Palestine, by Moshe Mnuchin, p. 75-132. 2. The Intercollegiate: a retrospect, by Jonas S. Friedenwald, p. 193-203.
216. **Mossinsohn, Ben Zion.** Israel's cultural renaissance. Asia; journal of the American Asiatic association, 19: 120-26, February 1919. illus.
 An account of the recent revival of Jewish educational institutions in Palestine.
217. **Raphael, Gaston.** Les langues dans l'Europe moderne. Revue pédagogique, 73: 344-53, November 1918.
 A review of a recent book on the above subject by A. Meillet (Paris, Payot et cie.) which holds that unity of civilization tends to require unity of language. The society of nations will need to use the principal existing civilized tongues, and doubtless also an international language.

218. **Rhodes, E. N.** School management in Germany. Educational administration and supervision, 4: 510-23, December 1918.
219. **Saraz, Alfredo.** Il problema della scuola nell'ora presente. Nuova antologia, 53: 384-91, August 16, 1918.
220. **Schoen, Max.** H. G. Wells on education. Education, 39: 325-34, February 1919.
A review of Mr. Well's "The education of Joan and Peter."
221. **Wallace, W. S.** The text-book poison in Canadian-American friendship. Bookman, 48: 680-84, February 1919.

EDUCATIONAL RECONSTRUCTION.

222. **Clark, M. G.** Idealism and our new nationalism. Midland schools, 33: 150-56, 158-61, January 1919.
Also separately reprinted.
President's address before the Iowa state teachers' association.
Reconstruction—industrial, military, educational, and religious.
223. **Colorado.** Department of public instruction. A war-modified course of study for the public schools of Colorado. Vols. 1-5. Denver, 1918. 5v. 8°. Prepared by Mary C. C. Bradford, and co-operating educators.
Vol. I, Social subjects, 187 p. Vol. II, The tools of education, 77 p. Vol. III, The world of nature and of man, 179 p. Vol. IV, Special subjects, 96 p. Vol. V, Outline courses for high schools, junior and senior high school courses, four year high school outline, miscellaneous, 74 p.
224. **Davis, Calvin O.** The war and secondary education. Michigan alumnus, 25: 311-21, February 1919.
Considers briefly transformations that are being made in respect to aims, organization, subject-matter, internal administration, government, and methods in secondary education.
225. **Ellwood, Charles A.** Reconstruction of education upon a social basis. Educational review, 57: 91-109, February 1919.
Says that we live in a social world more than in a world of physical objects. Our chief adjustments must be made to men and to institutions, not to things. Education is the medium for such adjustments. Recommends more social and political studies in the curriculum of schools and higher institutions.
226. **Fisher, Samuel H.** The need and direction of Yale reconstruction. Yale alumni weekly, 28: 527-29, February 14, 1919.
A speech at the dinner of the New Haven Yale alumni association, February 3, 1919.
227. **Hall-Quest, A. L.** Curriculum of modern high school. School index, 5: 154-55, 162-64, January 31, February 7, 1919.
Paper read before the Cincinnati schoolmasters club on January 11, 1919.
Discusses the views of Dr. Eliot and Dr. Butler on educational reconstruction.
228. **Lose, Charles.** Necessary changes in the course of study because of the war. In Board of principals of the state normal schools of Pennsylvania. Proceedings, 1918. Harrisburg, Pa., 1918. p. 4-11.
Necessary changes in the course of study of normal schools.
229. **National Catholic war council.** Committee on special war activities. Social reconstruction. A general review of the problems and survey of remedies. Washington, D. C., Committee on special war activities, National Catholic war council, 1919. 24 p. 12°. (Reconstruction pamphlets, no. 1, January 1919.)
The committee is of the opinion that, in the reconstruction that is to come, vocational training should be substantially universal, but not divorced from cultural education. It regards the outlook as good for legislation against child labor.
230. **Poland, William.** Reconstruction; the college. America, 20: 401, January 25, 1919.
The struggle of the college, its place between the high school and the post-graduate school. In conclusion the writer says that at present the character of the knowledge implied by the A. B. degree is relatively indeterminate, while the time required to obtain the degree is 16 years. Wonders if it would be possible to determine the knowledge and if the knowledge as so determined could be acquired in 12 years.

231. **Strayer, George D.** Educational leadership. Journal of the New York state teachers' association, 5: 290-94, January 1919.

Speaks particularly of lessons that have been learned from the war and the new bill for a Department of education.

232. **Zabriskie, Edward Cornell.** Effect of the war on the schools. School, 30: 233, February 13, 1919.

The writer sees a great spiritual and mental uplift for the schools and a broadened field for teachers.

EDUCATIONAL THEORY AND PRACTICE.

233. **Adams, John, ed.** The new teaching. 2d. ed. London, New York [etc.] Hodder and Stoughton, 1919. 428 p. 8°.

CONTENTS.—I. The new teaching, by The editor.—II. English, by The editor.—III. Modern foreign languages, by L. de Glehn.—IV. The classics, by W. H. D. Rouse.—V. Science, by T. P. Nunn.—VI. Mathematics, by J. Strachan.—VII. Geography, by J. Fairgrieve.—VIII. History (a) by M. W. Keatinge; (b) by E. L. Hasluck.—IX. (a) Music, by P. C. Buck; (b) Music in elementary schools, by J. Borland.—X. Drawing and art, by H. B. Carpenter.—XI. Handwork, by G. F. Johnson.—XII. Physical training, by G. M. Campbell [and] Miss Muriel H. Spalding.—XIII. Domestic subjects by Miss M. E. Marsden.—XIV. Commercial subjects, by F. Charles.

234. **Finegan, Thomas E.** Training for national service. Journal of education, 89: 59-62, January 16, 1919.

An address before the Massachusetts state teachers' association.

Says that the best training for national service lies in the best training of the individual human unit. It is the business of the school to begin with the individual.

235. **Peterson, Joseph.** Getting results in teaching. School and home, 11: 8-9, January 1919.

Thinks that the two fundamental factors in good teaching are proper motivation and careful and accurate checking up of the results of individual efforts as soon as possible after their occurrence.

236. **Rusk, Robert R.** The doctrines of the great educators. London, Macmillan and co., limited, 1918. 294 p. 12°

CONTENTS.—I. Plato.—II. Quintilian.—III. Elyot.—IV. Loyola.—V. Comenius.—VI. Milton.—VII. Locke.—VIII. Rousseau.—IX. Pestalozzi.—X. Herbart.—XI. Froebel.—XII. Montessori.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

237. **Bovington, John.** Ignorance and experiment in education. Education, 39: 257-69, January 1919.

Advocates the experimental method in education. Says that our knowledge of child psychology, educational methods and the requirements of social life is inadequate.

238. **Conklin, Edmund S.** Superstitious belief and practice among college students. American journal of psychology, 30: 83-102, January 1919.

A report of a study based upon the returns to a questionnaire presented each year for four years (1913-1917) to the students beginning psychology at the University of Oregon. Superstitious belief or practice was admitted by 53 per cent of the group studied, by 40 per cent of the males and 66 per cent of the females. Interesting details are presented in the paper.

239. **Dodson, John D.** An experimental study of the relative values of reward and punishment in habit formation. [n. p.] 1918. p. 231-276. 4°.

A dissertation submitted to the faculty of the graduate school of science, literature and arts of the University of Minnesota in partial fulfillment of the requirements for the degree of Doctor of philosophy.

Reprinted from Psychobiology, vol. I, no. 3, November 1917.

240. **Hall, G. Stanley.** The viewpoint of the psychologist as to courses of study which will meet the future demands of a democracy. Journal of the New York state teachers' association, 5: 294-98, January 1919.

241. **Hug-Helmuth, H. von.** A study of the mental life of the child. Psychoanalytic review, 6: 65-88, January 1919.

Continued from Vol. 5, p. 427, of December number. Discusses art in the life of the child; dreams, etc.

242. **Kirkpatrick, E. A., ed.** Studies in psychology, by student teachers for teachers in training and service. Boston, R. G. Badger [1918] 194 p. 12°.

243. **Wilson, Clara Owsley.** The educational value of toys and pets. Kindergarten and first grade, 4: 44-48, February 1919.

To be continued.

A thesis submitted to the Department of education of the graduate college of the University of Nebraska.

Results of a questionnaire sent to the parents of 750 kindergarten children, and from returns received from 670 adults, giving reminiscences of childhood toys and pets.

EDUCATIONAL TESTS AND MEASUREMENTS.

244. **Cody, Sherwin.** Commercial tests and how to use them. Yonkers-on-Hudson, N. Y., World book company, 1919. 216 p. 12°. (School efficiency monographs)

This book presents the history and technic of the National business ability tests, which were used as the basis for the efficiency employment register of high school graduates now being offered by the United States employment service in New York city. Commercial employment here includes office boys, general clerks, and sales people, as well as stenographers and bookkeepers.

245. **Greene, Harry A.** A standardization of certain opposites tests. Journal of educational psychology, 9: 559-66, December 1918.

"The opposites test has been shown to have a high correlation with general intelligence and to be a high diagnostic instrument. Lists of opposites vary in difficulty, and in this study an attempt has been made to determine the relative difficulty of each term of the test. Each of the 80 stimulus words is given a point rating on the basis of nearly 1,000 responses."

246. **Henry, Mary Bess.** Mental testing as an aid in guidance and classification of school children. [Santa Ana, Cal.] 1919. 23 p. 8°. (Publications of Santa Ana public schools, Santa Ana, Cal. Department of research. Bulletin no. 1)

247. **Herring, John P.** Measurements of some abilities in scientific thinking. Journal of educational psychology, 9: 535-58, December 1918.

"Formal logic has fallen into disrepute, but the need for the study of logical processes is greater than ever. The author presents a series of tests in scientific method, and discusses their use in individual and class diagnosis."

248. **Johnson, Willis E.** Reading, writing, arithmetic, and spelling in the city and town schools of South Dakota in 1917-18. Aberdeen, S. Dak., Bureau of educational research, Northern normal and industrial school [1918] 30 p. 8°. (Bulletin of the Northern normal and industrial school, vol. 12, no. 2, October 1918)

249. **Los Angeles, Cal. School department.** Division of educational research. First year book. Section 1. Los Angeles city school district, 1918. 182 p. 8°. (School document no. 13)

Gives the results of tests given in arithmetic, reading, history, spelling, geography, and English.

250. **Minnick, J. H.** A scale for measuring pupils' ability to demonstrate geometrical theorems. School review, 27: 101-9, February 1919.

Study based on tests given in 30 high schools throughout the country and ranging in size from a few hundred pupils to several thousand. These pupils had completed either the first two books of plane geometry or all of plane geometry. Illustrated with graphs and tables.

251. **Morley, E. E.** Scientific measurement of special abilities and its relation to class-room instruction. Educator-journal, 19: 305-15, February 1919.

A study made of the achievements of grade pupils in ten consolidated schools of Hendricks county, Indiana.

252. **Pressey, Luella W.** Sex differences shown by 2,544 school children on a group scale of intelligence, with special reference to variability. Journal of applied psychology, 2: 323-40, December 1918.

Study based on a mental survey of the school population of three small Indiana cities, made in the spring of 1918, using a group scale of intelligence developed at Indiana university.

253. **Skeeles, Arthur G.** The educational yard stick. Journal of education, 89: 93-95, January 23, 1919.

The value of tests.

254. **Starch, Daniel.** A scale for measuring handwriting. *School and society*, 9: 154-58, 184-88, February 1, 8, 1919.

"The purpose of this investigation was to make a thorough examination of the values and units of the existing handwriting scales, in particular those of Thorndike and of Ayres, and to construct a new one as it seemed advisable.

255. **Thorndike, Edward L.** Tests of intelligence; reliability, significance, susceptibility to special training, and adaptation to the general nature of the task. *School and society*, 9: 189-95, February 15, 1919.

256. **Wilson, G. M.** The proper content of a standard test. *Elementary school journal*, 19: 375-81, January 1919.

Describes the Monroe decimal tests.

SPECIAL METHODS OF INSTRUCTION.

257. **Clement, Ina.** Teaching citizenship via the movies. New York city, 1918. 19 p. 8°. (Municipal reference library. Special report no. 2, June 26, 1918)

Contains a list of civic motion picture films which are available for use by civic institutions or municipalities.

258. **Pierce, Bessie L.** An experiment in individual instruction in history. *Historical outlook*, 10: 86-87, February 1919.

The advantages of the individual method of instruction as shown by an experiment tried in the University high school of Iowa City.

259. **Thompson, C. J.** A study of the socialized versus the academic method of teaching written composition. *School review*, 27: 110-33, February 1919.

Study based on results of an experiment conducted by two freshman classes in a large technical high school. Says that method is a decisive factor in teaching written composition. Attention of pupils should be focussed primarily on the social elements of the composition problem. Illustrated with graphs and statistical tables.

SPECIAL SUBJECTS OF CURRICULUM.

260. **Barker, W. H. and others.** Geography in advanced courses. *Geographical teacher* (London) 9: 181-89, (Spring) 1918.

A symposium. Papers read at the 1918 annual meeting of the Geographical association (England).

261. **Benns, F. Lee.** A student peace conference. *Outlook*, 121: 260-62, February 12, 1919.

Historical work in the department of history of the Danbury high school, Conn. Students took the Paris peace conference as a study.

262. **Bidwell, Alice.** An English service system. *English journal*, 8: 35-38, January 1919.

Method in vogue in the Freeport high school, Freeport, Ill. Each English teacher keeps a file of the reports of her students, and at the end of the semester certain results are made known. Gives blank forms for recording data.

263. **Carmichael, R. D.** Motives for the cultivation of mathematics. *Scientific monthly*, 8: 160-78, February 1919.

Emphasizes the study of mathematics because it has shown itself a valuable tool in the interpretation of phenomena.

264. **Cates, E. E.** What to teach in English literature. *Education*, 39: 339-47, February 1919.

Emphasizes the importance of developing a taste for good literature—the English classics.

265. **Dakin, Franklin A.** Practical Latin. *Classical weekly*, 12: 114-17, February 10, 1919.

Discusses among other things the great waste involved in monotonous memory-tasks.

266. **Dobie, J. Frank.** "Words, words, words, my lord." *English journal*, 8: 8-15, January 1919.

Study of new words and their definitions.

267. **Englar, Margaret T.** Second year Latin and some aspects of the world war. *Classical weekly*, 12: 99-102, January 27, 1919.

Comparisons between Caesar's campaigns in Gaul and the war in France. Habits of ancient Gauls described.

268. **Gaston, Charles R.** Social procedure in the English classroom. English journal, 8: 1-7, January 1919.

Relating the English work of the classroom to the community life; the conduct of the recitation is left largely to the students themselves, with the teacher as guide.

269. **Goode, J. Paul.** A course in economic geography for the high school. Educational review, 57: 110-19, February 1919.

Recommends at least three unit courses in geography: (1) The principles of geography; (2) Economic geography; and (3) Commercial countries. Outlines a course in economic geography.

270. **Gray, William S.** Reading in the elementary schools of Indianapolis. Elementary school journal, 19: 336-53, January 1919.

Illustrated with graphs and tables. Says among other things that there is a strong tendency in the lower grades toward a decrease in the percentage of time devoted to oral-reading instruction and an increase in the percentage of time devoted to silent-reading instruction.

271. **Hedges, M. H.** Group collaboration: an experiment in play writing at Beloit. English journal, 8: 39-41, January 1919.

272. **Hodgdon, Daniel Russell.** The psychological and pedagogical basis of general science. General science quarterly, 3: 65-81, January 1919. illus.

Address presented at the Chicago meeting of the Central association of science and mathematics teachers, November 1918.

273. **Moore, Frank G.** Post bellum Latin. Educational review, 57: 129-40, February 1919.

Recommends certain Latin authors as throwing light on the civilization of Roman Britain, Gaul, and Germany.

274. **Osborn, Herbert.** Zoological aims and opportunities. Science, n. s. 49: 101-12, January 31, 1919.

Deals also with the educational aspects of the question; extension activities, etc.

Address of the retiring vice-president and chairman, Section F, Zoology, of the American association for the advancement of science, December 27, 1918.

275. **Pope, Ella H.** Linguistics as a required subject in college and in high school. English journal, 8: 28-34, January 1919.

Gives a plan for linguistics in the high school, with bibliography. Emphasizes the value of the study.

276. **Rawlins, Cora M.** Everyday problems in spoken English. Illinois association of teachers of English bulletin, 11: 6-12, January 1, 1919.

277. **Smith, Mary Loomis.** The value of Latin to learners of English. North Carolina education, 13: 5-7, February 1919.

278. Teaching, vol. 4, no. 4, December 1918. (Science: biological and physical)

Contains: 1. L. C. Wooster: The biological and environmental sciences, p. 7-11. 2. Florence G. Billig: Nature study and elementary science, p. 11-14. 3. F. U. G. Agrelius: Botany, plant nature study and bacteriology in the Kansas state normal school, p. 14-17.4. F. W. White: Physiology and hygiene: Why they should be taught, with some suggestions on method and sequence, p. 17-22. 5. M. L. Smith: Physical science in the first six grades: a suggestive curriculum, p. 22-29.

279. **Ullman, B. L.** The Latin of the future. Classical journal, 14: 308-19, February 1919.

Says that Latin "undoubtedly belongs in the junior high school. But there are problems presented by seventh-grade Latin which must be solved by the experience of the future."

280. **Webb, H. A.** Physics and chemistry. Issued by the State department of education, Nashville, Tennessee. [Nashville] Tennessee industrial school print [1918] cover-title, 19 p. 8.

281. **West, Andrew F.** The humanities after the war. Educational review, 57: 141-52, February 1919.

Advocates classical instruction. Criticises the over emphasis on scientific studies. Humanistic studies make for humane behavior.

282. **Worun, Adrian A.** General science in Michigan. School science and mathematics, 19: 136-49, February 1919.

The status of general science teaching in Michigan and its recognition as a unit for college credit.

KINDERGARTEN AND PRIMARY SCHOOL.

283. **Culverwell, E. P.** The Montessori principles and practice, a book for parents and teachers. 3d. ed. rev., with additions. London, G. Bell & sons, Ltd, 1918. xxix, 334, 5p. incl. front. (port.) illus. 12°.

284. **Hailmann, William N.** Phases of the kindergarten primary movement in the United States. Kindergarten and first grade, 4: 49-52, February 1919.
The reconstruction of the primary school on the basis of the Froebelian principles.
285. **Wolff, Maurice.** La maison des enfants et la méthode d'éducation de Mme. Montessori. Revue pédagogique, 73: 315-30, November 1918.
Describes and in general commends the Montessori system. Comments on its success in America.

RURAL EDUCATION.

286. **Bradley, Frances Sage and Williamson, Margaretta A.** Rural children in selected counties of North Carolina. Washington, Government Printing Office, 1918. 118 p. plates. 8° (U. S. Children's bureau. Rural child welfare series no. 2. Bureau publication no. 33)
287. **National rural life association.** Report of the sub-committee on rural schools. Nebraska teacher, 21: 260-61, February 1919.
Report made at the conference of the National rural life association held in Baltimore, January 12, 1919.
I. Introductory statement—the rural school situation.—II. Needs and objectives for rural school improvements.—III. Immediate problems.
288. **Von Tungeln, George H.** A rural social survey of Orange township, Blackhawk county, Iowa. Ames, Iowa, 1918. p. 396-450. illus. 8°. (Iowa state college of agriculture and mechanic arts. Agricultural experiment station. Bulletin no. 184, December 1918.)
The author was assisted in the field work by W. A. Brindley and H. B. Hawthorn.

SECONDARY EDUCATION.

289. **Jacoby, Asher J.** Elmira's high school extension courses. Educational administration and supervision, 4: 536-46, December 1918.
School credit for work done outside of school hours in music and Bible study.
290. **North, Francis R.** The relation of the public high school to the system of which it is a part. School review, 27: 81-89, February 1919.
Says that the high school should be in method as well as in form an integral part of the system which comprehends the administration of the grades. What has been accomplished in the Paterson (N. J.) high school in the way of civic outlook and cooperation.
291. **Patrick, Wellington.** The county high school. Kentucky high school quarterly, 5: 1-11, January 1919.
Also separately reprinted.
A thesis submitted to the faculty of Teacher's college of the George Washington university, Washington, D. C., as part satisfaction for the requirements of the degree of Master of arts.
Analyzes the various state laws on county high schools.
292. **Quick, C. J.** Suggestions for arranging and keeping up with apparatus and materials in the laboratory. School science and mathematics, 19: 213-30, February 1919.
Suggestions for a high school science laboratory.
293. **Rapeer, Louis W.** Minimal essentials in the high school. High school journal, 2: 39-42, February 1919.
To be continued next month.
From Dr. Rapeer's forthcoming book, The consolidated rural school.
This number deals principally with entrance requirements.
294. **Snedden, David.** Proposed revision of secondary-school subjects looking to more effective education in personal culture and good citizenship. School and society, 9: 159-64, February 8, 1919.
Read before the High school department of the Pennsylvania teachers' association, December 30, 1918.
295. **Steeper, H. T.** The extra-curriculum activities of the high school. Education, 39: 367-73, February 1919.
Work in the high school, Leavenworth, Kansas. Describes the organization and supervision of the student's social life.
296. **Williams, L. A.** The high school recitation. High school journal, 2: 35-38, February 1919.
To be continued.
The functions of the recitation and characteristics of a good recitation.

TEACHERS; TRAINING AND PROFESSIONAL STATUS.

297. **Barnard, Florence.** A teacher's assets and liabilities. *Journal of education*, 89:87-89, January 23, 1919.
The teacher's salary and how she should manage it.
298. **Bergmann, Henri.** La préparation à Paris des étrangers futurs professeurs de français à l'étranger. *Revue universitaire*, 27:348-55, December 1918.
Proposes the establishment at Paris of a sort of seminary or normal school for the purpose of training foreigners to teach French, and for leading them to know and understand French life.
299. **Cleveland, Ohio. Board of education.** Cleveland public schools. Salary schedules. Qualifications and conditions of employment of teachers, principals, supervisors, and assistant superintendents. Cleveland, Ohio, Board of education, 1918. 11 p. 8°.
300. **Heckert, J. W.** Curricula for the training of teachers for the elementary schools. *Ohio educational monthly*, 68:40-44, February 1919.
Suggestions for the reorganization of curricula for the Ohio normal colleges.
301. **Knox, Margaret and Phillips, Ellen M.** The estimate of a teacher's work by her supervisory officers. *Ungraded*, 4: 18-20, 40-43, 68-70, October, November, December 1918.
302. **Lovejoy, Arthur O. and Stone, Harlan F.** The American association of university professors. Supplementary statement concerning the plan of compulsory and contributory annuities proposed by Carnegie foundation. *School and society*, 9:150-54, February 1, 1919.
303. **Miller, George F.** Rating a teaching position. *American school board journal*, 58:35-36, February 1919.
Written from the teacher's point of view. Enumerates some of the factors which make schools attractive, or the opposite to teachers.
304. **New Jersey. Bureau of state research.** Reorganization of the New Jersey teachers' pension and retirement systems. Report of the Pension and retirement fund commission of the state of New Jersey. Newark, Bureau of state research, 1918. 27 p. 8°. (State research (New Jersey) section 2, vol. VI, no. 2, November 1918. Consecutive no. 13)
305. **Patterson, Robert A.** The confessions of an instructor. *Yale alumni weekly*, 28:485-86, January 31, 1919.
Says that one of the fundamental questions of reconstruction at Yale is to make her instructors better teachers. A plea for a more definite and uniform policy so that each instructor may be encouraged to devote a greater share of his time and attention to the problems of teaching.
306. **Payne, E. George.** Educational sociology in city training schools. *School and society*, 9:212-16, February 15, 1919.
Report of the committee on educational sociology in city training schools to the City training schools section of the Department of superintendence of the National education association.
307. **Smith, K. G.** The development of teacher training in trade and industry under the Smith-Hughes act. *Manual training magazine*, 20:193-97, February 1919.
308. **Tuckwell, Gertrude M.** Equal pay for equal work. *Fortnightly review*, 105:63-76, January 1919.
Discusses the compensation of women as compared with men in England in a number of occupations, including teaching.
309. **Williams, Joseph T.** Teacher training in colleges. *School and society*, 9:105-109, January 25, 1919.
What the state departments require.
310. **Works, George H.** Essential elements in agricultural teacher training. *Vocational summary*, 1:17-18, January 1919.
An address to the federal agents at the Agricultural conference, North Atlantic region, held in New York, December 12, 1918.
311. **Young, Walter H.** The personality of the teacher. *Education*, 39:374-80, February 1919.
Discusses school discipline, personality, etc.

HIGHER EDUCATION.

312. **Audollent, Auguste.** Le réveil des universités françaises. *Revue internationale de l'enseignement*, 38: 443-52, November-December 1918.
313. **Baldensperger, Fernand.** French universities and the war. *Columbia university quarterly*, 21: 51-63, January 1919.
314. **Colebank, G. H.** Rational college entrance requirements. *Journal of education*, 89: 149-50, February 6, 1919.
Says in conclusion that colleges and universities have been emphasizing too much non-essential subjects, such as foreign languages and mathematics.
315. **Croiset, Alfred.** La faculté des lettres de l'Université de Paris. *Revue internationale de l'enseignement*, 38: 429-42, November-December 1918.
Reprint of a chapter from the book *La vie universitaire à Paris*, published in 1918 by A. Colin, Paris.
316. From public school to college. *Harvard alumni bulletin*, 21: 339-44, January 30, 1919.
Three letters on college entrance requirements, one from Superintendent Frank V. Thompson, criticizing the entrance requirements of eastern colleges, another from President Lowell of Harvard university, and a third from Stephen H. Knight, who also criticizes Harvard entrance requirements.
Superintendent Thompson's letter also appears in *Educational standards*, for February 1919, under the title "Educational democracy as college entrance requirements."
317. **Harvard university.** President Lowell's report for 1917-18. Boston, Mass., 1919. 26 p. 8°. (Supplement to the *Harvard alumni bulletin*, vol. 21, no. 18, January 30, 1919)
Deals particularly with the war work of Harvard university, the S. A. T. C., and the question of conferring the A. B. degree on students who left college before completing the course in order to enter the Army or Navy.
318. **Jastrow, Joseph.** The academic unrest. *Nation*, 108: 158-60, February 1, 1919.
Says that it is only by divesting themselves of authority that trustees and presidents and deans can serve the cause of learning. It is they who must be convinced that the universities may be made safe for democracy.
319. **Roe, Frederick W.** The college: yesterday and to-morrow. *Scribner's magazine*, 65: 181-91, February 1919.
320. **Thieme, Hugo P.** Higher institutions of learning in Paris. *Michigan alumnus*, 25: 300-10, February 1919.
321. **Van Horne, John.** Reading material used in college during the past five years in first and second year French classes. *Modern language journal*, 3: 143-57, January 1919.
322. **Walcott, Gregory D.** The present status of Greek and Latin as requirements for the A. B. degree in American colleges and universities. *School and society*, 9: 119-28, January 25, 1919.

SCHOOL ADMINISTRATION.

323. **Blair, F. G.** [Federal control of education]. *Educational press bulletin*, no. 135, p. 1-2, February 1919.
324. **Cary, C. P.** Prussianizing American education. *Western teacher*, 27: 209-12, February 1919.
Says the dual system of education is un-American, inefficient in the larger sense, and adapted only to a Prussian or other caste system.
325. **Kendall, Calvin H.** Some factors that make good school officials. *American school board journal*, 58: 29-31, February 1919.
An abstract of an address before the Pennsylvania school directors' association, Harrisburg, Pa., February 9, 1918.
326. **Sowers, J. I.** Effective supervision of schools and the special supervisor. *American school board journal*, 58: 28-29, February 1919.

327. **U. S. Congress. Senate. Committee on education and labor.** Hearing before the Committee on education and labor United States Senate, Sixty-fifth Congress, third session, on S. 4987; a bill to create a department of education, to appropriate money for the conduct of said department, to appropriate money for federal cooperation with the states in the encouragement and support of education, and for other purposes. December 5, 1918. Washington, Government printing office, 1919. 144 p. 8°
328. **Young, Walter H.** Functions of the state superintendent of public instruction. *American schoolmaster*, 12: 12-17, January 1919.

SCHOOL MANAGEMENT.

329. **Burr, A. W.** Directed study. *School review*, 27: 90-100, February 1919.
 Recommends the use of the regular class period sometimes for recitation and sometimes for study, the class studying an assigned advance lesson and the teacher in personal conference "studying how the pupil studies."
330. **Hall-Quest, Alfred L.** Supervised study—the new administrative vision. *American school board journal*, 58: 25-27, February 1919.
331. **Handschin, Charles H.** Individual differences and supervised study. *Modern language journal*, 3: 158-73, January 1919.
 This paper is an abridgement of Chapter XIII of "Methods of teaching modern languages," to be published by the World book company.
 Adapting work in modern language teaching to individual differences.
332. **Hughes, Harold F.** Limited departmentalization: grades III-VI. *Elementary school journal*, 19: 361-66, January 1919.
 An experiment tried in the Webster school, Fresno, California. The departmental work includes music, drawing, primary manual training, play, language, sewing, penmanship, and geography.

SCHOOL ARCHITECTURE.

333. **Code of lighting school buildings.** *General science quarterly*, 3: 91-106, January 1919. illus.
 By the following committee on school lighting: M. Luckiesh, chairman; R. B. Ely, L. O. Grondahl, J. D. Lee, jr., F. Park Lewis, H. H. Madgsick, F. K. Richtmyer.
334. **Cummins, Robert A.** Small items of great significance in the building and equipping of schools. *American school board journal*, 58: 37-38, February 1919.
 Discusses, first, items pertaining to rural schools; second, items of importance to all schools, and, third, items pertaining to consolidated rural and city schools. †

☛ SCHOOL HYGIENE AND SANITATION.

335. **Averill, Lawrence Augustus.** A health examination at school entrance. *American journal of school hygiene*, 2: 152-56, December 1918.
 The need for pre-school examination of children.]
336. **Boyd, Edith L.** No such thing as overstudy. *Primary education*, 27: 73-74, February 1919.
 Claims that breakdowns which are often attributed to overstudy are merely the result of malnutrition, worry, or similar conditions.
337. **Roberts, Lydia.** A review of some recent literature on malnutrition in children. *Journal of home economics*, 11: 5-12, January 1919.

PHYSICAL TRAINING.

338. **Barclay, Lorne W.** The significance of the boy scout movement to physical education. *American physical education review*, 24: 10-16, January 1919.
 Read before the American physical education association, Philadelphia, April 12, 1918.
 Says that scouting means preparedness, mental, moral, and physical.
339. **Hanmer, Lee F.** The Gary public schools; physical training and play. New York, General education board, 1918. xix, 35 p. plates, tables. 12°.
340. **Warden, Randall D.** The daily after-school athletic life of boys. *Mind and body*, 25: 369-77, January 1919.
 Read before the American physical education association, Philadelphia, April 11, 1918.
 Also in *American physical education review*, 24: 1-9, January 1919.
 After school activities of elementary[and high school boys. Writer says that athletics should be both compulsory[and]voluntary.

SOCIAL ASPECTS OF EDUCATION.

341. **Reaney, M. Jane.** The organization of recreation. *Child* (London) 9: 106-9, December 1918.
342. **Tyner, Bunyan Y.** The school a social asset. *Virginia journal of education*, 12: 211-13, February 1919.

The scope of work for our modern schools and the methods of procedure.

CHILD WELFARE.

343. **Cohen, I. David.** Investigation into the cases of one hundred boys who left school to go to work. *Educational foundations*, 30: 239-43, February 1919.
- An investigation of conditions existing before the war as affecting the boys who left school to go to work. In the next issue the conclusions and recommendations will be discussed.
344. **Heniger, Alice Minnie Herts.** The kingdom of the child. New York, E. P. Dutton & company [1918] xiv, 173 p. front., plates. 12°.
345. **National child labor committee.** Child welfare in North Carolina; an inquiry by the National child labor committee for the North Carolina conference for social service, under the direction of W. H. Swift. New York, National child labor committee, 1918. 314 p. 8°.

CONTENTS.—1. Introduction, by W. H. Swift.—2. Dependency and delinquency, by Mabel Brown Ellis.—3. Child-caring institutions, by Mary Elizabeth Barr.—4. Agriculture, by Charles E. Gibbons.—5. Rural school attendance, by Eva Joffe.—6. Child labor, by Theresa Wolfson.—7. Law and administration, by W. H. Swift.

MORAL EDUCATION.

346. **Howard, Frank E.** Scholarship and morality in college. *Education*, 39: 335-38, February 1919.
- Emphasizes the moral as well as spiritual significance of scholarship.
347. **Peters, Charles Clinton.** Selection and organization of materials for a course in "The control of conduct" for secondary schools. Spring city, Pa., The Inter-borough press [1918?] 120 p. 8°
- A thesis presented to the faculty of the graduate school in partial fulfillment of the requirements for the degree of Doctor of philosophy.
- Bibliography: p. 111-120.

RELIGIOUS EDUCATION.

348. **Coe, George A.** Do you really believe in religious education? *Religious education*, 14: 5-11, February 1919.
- An address delivered before the Federated churches of Cleveland.
349. **Education under religious auspices.** *American college bulletin*, 2: [1-8] January 11, 1919.
- "This statement was prepared some months ago at the request of the U. S. Bureau of education for the biennial report. As the war has caused a considerable delay in issuing that publication, it seems advisable to present this survey at once."—B. W. Brown.
- A survey of recent progress in church education.
350. **Hancher, John William, comp.** The educational-jubilee, a chronicle and a forecast. Cincinnati, The Educational-jubilee commission of the Methodist Episcopal church [1918] 442 p. front., plates, ports. 8°.
- The announcement of thirty-five millions of resources added to the treasures of the academies, colleges, universities, theological schools, and Wesley foundations of the Methodist Episcopal church is the formal message of this volume. The movement to collect these funds was named the educational jubilee of the Methodist Episcopal church.
351. **Jordan, Louis H.** The study of the history of religions in the Italian universities. *American journal of theology*, 23: 41-60, January 1919.
352. **Lawrence, William Irvin.** The social emphasis in religious education. Boston, Mass., The Beacon press [1918] 123 p. 12°.
353. **Northern Baptist convention.** Commission on religious education. Religious education through activity. *Religious education*, 14: 32-43, February 1919.
- A report prepared for and published by the Commission on religious education of the Northern Baptist convention. The report is here slightly abbreviated.

354. **Richardson, Norman E.** The religious education of adolescents. New York, The Abingdon press [1918] 191 p. 16°.

MANUAL AND VOCATIONAL TRAINING.

355. **National association of corporation schools.** Sixth annual report. Addresses, reports and discussions, New York, N. Y., July 1, 1918. [New York, Press of Andrew H. Kellogg company, 1918] 400 p. 8°. (Lee Galloway, secretary, New York university, New York, N. Y.)
Contains: 1. P. W. Towsley: An educational report on a cotton factory, p. 57-80. 2. May F. Meiborg: Administration of corporation schools, p. 81-86. 3. G. E. Johnston: The establishment of a corporation school in an organization not having such an institution, p. 87-96. 4. Gertrude B. Thayer: Organization and administration of corporation school work, p. 97-127. 5. Report of committee on methods of instruction, p. 194-224. 6. Report of the committee on public education—Sec. 2, Continuation schools—the application of the Smith-Hughes vocational educational law, p. 237-60. 7. Report of the committee on retail salesmanship, p. 275-92. 8. Report of committee on technical training, p. 306-24.
356. **Callen, A. C.** Educating the coal miner in subjects pertaining to mining. Vocational summary, 1: 15-17, January 1919.
357. **Giese, Henry and Partch, C. E.** Industrial courses. An outline of courses in industrial arts. Ames, Iowa, Department of engineering extension, Iowa state college [1918] 87 p. illus. 8°. Adapted for use in the public schools of Iowa.
358. **Haney, James P.** What supervision seeks to do in the art department. Bulletin of high points in the work of the high schools of New York city, 1: 13-23, January 1919.
The aims and motives of art supervision in New York city.
359. **Smith, K. G.** Some fundamentals for vocational teachers. Vocational summary, 1: 17-19, February 1919.
Lecture at the opening session before the teacher-training classes at Duluth, Minn.
Discusses (1) The field of vocational education, (2) The purpose of vocational teaching, (3) Kinds of vocational work, (4) The three elements of a trade, (5) Two kinds of vocational teachers, (6) The requirements of a vocational teacher, and (7) Production and instruction.
360. **U. S. Department of labor.** Training employees for better production. Washington, Government printing office, 1918. 29 p. 8°. (Training and dilution service. Training bulletin no. 4)
A symposium of experiences in American factory training departments.

VOCATIONAL GUIDANCE.

361. **Greener, George C.** An experimentation in vocational guidance and placement. Industrial-arts magazine, 8: 41-46, 84-87, February, March 1919.
A sketch of the Vocational guidance and placement bureau of the North Bennet street industrial school in Boston.
362. **Louisville, Ky. Woman's club.** Vocational guidance survey. [22] p. 8°. Nannie Lee Frayser, chairman.
A study of the problems of vocational training and guidance in Louisville, Ky.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

363. **Balderston, Lydia Ray.** Housewifery; a manual and textbook of practical housekeeping. Philadelphia and London, J. B. Lippincott company [1919] 353 p. illus. 8°. Chapter XIII, p. 318-40, is on Suggestions for teachers.
364. **Browne, T. E. and Cook, Leon E.** The teaching of vocational agriculture in secondary schools. West Raleigh, N. C., State college of agriculture and engineering, 1918. 54 p. illus. 8°. (State college record, vol. 17, no. 6, November 1918.)

COMMERCIAL EDUCATION.

365. **Galloway, Lee.** Office management; its principles and practice. Covering organization, arrangement, and operation with special consideration of the employment, training, and payment of office workers. New York, The Ronald press company, 1918. xxxi, 701 p. illus. 8°.

Part VI of this book, p. 447-561, is on Training and development of office workers. The chapter headings of this section are Selection of the right employee, Training and education of employees, Organization of an office training school, Outlining a course of study, The language of business—writing, The language of business—speech, Language of the executive.

366. **Moreau, Félix.** Le haut enseignement commercial et l'université. *Revue politique et parlementaire* (Paris) 97: 300-16, December 10, 1918.
367. **Wooster, Harvey Alden.** University schools of business and a new business ethics. *Journal of political economy*, 27: 47-63, January 1919.

Says that if our schools grow and the body of men trained in the profession of business increases, we may in time accomplish the desired end of raising the present standard of business ethics.

PROFESSIONAL EDUCATION.

368. **Chapman, Lawrence B.** The requirements of a course of training in naval architecture. *Engineering education*, 9: 119-30, December 1918.
369. **Eldredge, Adda.** Responsibility of the hospital to the training school. *American journal of nursing*, 19: 350-54, February 1919.
370. *Engineering education*, vol. 9, no. 5, January 1919. (Addresses at the joint meeting of the British educational mission to the United States and the Society for the promotion of engineering education, at Massachusetts institute of technology, Cambridge, Mass., December 6-7, 1918)

Contains addresses on engineering education by E. M. Walker, Henry Miers, and John Joly of the British mission.

371. **Jarry, Raymond.** La formation de l'ingénieur en France et aux États-Unis. *Revue internationale de l'enseignement*, 38: 453-63, November-December 1918.

An extract from the *Revue de métallurgie*, no. 3, May-June 1917.

372. **Mann, C. R.** The effect of war on engineering education. *Engineering education*, 9: 108-18, December 1918.
373. **Swain, George F.** The liberal element in engineering education. *Engineering education*, 9: 97-107, December 1918.
- The necessity for motivating the liberal element in engineering education.
374. **Wendell, George V.** A study of engineering education. *Educational review*, 57: 120-28, February 1919.
- A review of a bulletin on engineering education by C. R. Mann, published by the Carnegie foundation for the advancement of teaching (Bulletin No. 11).

CIVIC EDUCATION.

375. **Dawson, Edgar.** A conspicuous educational failure. Historical outlook, 10: 77-79, February 1919.

Gives reasons for the wholly inadequate and disproportionate time provided for the study of government in the New York city high schools. Speaks of the statistical survey of instruction in civics recently published by the New York bureau of municipal research.

376. **Lane, Franklin K.** Americanism. *School life*, 2: 10-11, February 1, 1919.
- Address delivered in New York city, January 11, 1919.
- Also in part in *Americanization*, 1: 2, 4, February 1, 1919.
- The spirit of Americanism and the spread of that spirit through the community council and the school.

377. *Le grand devoir de la génération de demain—le travail. Aux enfants de toutes nos écoles, par Ernest Lavisse. Aux jeunes filles françaises, par M. P. Félix Thomas.* *Revue pédagogique*, 73: 358-63, November 1918.

Appeals addressed to the youth of France, presenting the elements of the programme of civic education for the after-war period.

378. **Snedden, David.** Two practical problems of civics education. *Educational administration and supervision*, 4: 528-35, December 1918.

Notes of a discussion before the New York society for the experimental study of education December 20, 1918.

The problems discussed are (I) The determination of the location, extent, and character of the defects and shortages of civic education as that has been given directly or indirectly in recent years; and (II) Determination of the extent to which approved civic qualities of school social groups transform into apparently analogous approvable qualities in adult life.

379. **Speare, Morris Edmund and Norris, Walter Blake, ed.** World war issues and ideals; readings in contemporary history and literature. Boston, New York [etc.] Ginn and company [1918] 461 p. 12°.

A book of selected essays, sketches, addresses, and state papers, designed to present to American youth a comprehensive and well-rounded survey of the issues of the world war, and of American life, character, and foreign policy.

380. **Upton, Siegfried Maia and Chassell, Clara Frances.** A scale for measuring the importance of habits of good citizenship, with practical application to a new report card. *Teachers college record*, 20: 36-65, January 1919.

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388. **Hersey, Harold.** Fitting the man to his job in the army. *Scribner's magazine*, 65: 241-45, February 1919.

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No. 1 contains: 1. Ruth Underhill: Provision for war cripples in Germany, p. 3-45. 2. Gladys G. Whiteside: Provision for vocational re-education of disabled soldiers in France, p. 46-72. 3. Gladys G. Whiteside: Provision for the re-education of Belgian war cripples, p. 73-81.

No. 2 contains: 1. Grace S. Harper: Re-education from the point of view of the disabled soldier, p. 85-87. 2. Emmanuel Chastand: The vocational school for disabled soldiers at Nantes, France, p. 92-99. 3. L. Alleman: Should disabled men be re-educated in special schools? p. 100-104. 4. E. N. Thornton: The training of the disabled South African soldier and its lesson, p. 105-108. 5. F. K. Lane: Land settlement for disabled soldiers, p. 145-48.

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